The teachers of English in Vernacular Schools who had passed the English School Final Examination were not given a fair chance to train themselves in the methods of teaching. At least 25 teachers from Malayalam Schools should therefore be selected annually for training.

He advocated the equalisation of the pay of teachers who had passed the English School Final Examination in English and Vernacular Schools. He also considered it necessary to promote such teachers from the Vernacular School branch to the English School branch as vacancies occurred. Recruitment to the departmental schools from among the teachers employed in private schools would be a source of encouragement to those teachers and the managers of private schools. At least one third of the recruitment to departmental schools should be so made.

He then touched upon the subject of vocational education and suggested that weaving should be made an optional subject in Vernacular Schools.

The next point taken up for consideration was the pay of teachers in Vernacular Schools. Under the existing system, promotions were regulated according to the class which they were in charge of. The teachers had to wait long for a promotion. Time-scale of pay would be the proper remedy.

As an encouragement to the drawing masters and drill masters in Vernacular Schools, they should be promoted to the English School branch as vacancies arose.

He then spoke about the need for a change in the system of female education and for arranging educational exhibitions. Employment of cinema was recommended as a very helpful medium for teaching History, Geography, and other subjects. These and other matters should be taken up by the committee proposed by him and he urged that it should be appointed without any delay.

DEWAN'S REPLY: Mr. Mammen Mappillai, such of the points you have represented as can possibly be taken up and considered without trenching upon broad principles or general arrangements will be referred to the Director of Public Instruction for his remarks. The other matters will receive the attention of the Government in due course.

87. Compulsory Primary Education.

MR. ERAVI GOVINDAN (*Member, Changanachery taluk, Group I*) advocated the urgent necessity for making primary education compulsory. He observed that, though Travancore was occupying the front rank in India in the matter of education, according to the census of 1921 only 279 per mille of its population were literate. This was not a matter for congratulation when the progress made in other countries outside India was taken into consideration. Although the Government had been enthusiastic for some time in this matter, he observed a slackness in their efforts during the past one or two years. The number of schools and of pupils was on the decrease during the period. People had realised that the study up to the seventh class in Vernacular Schools was of no good and therefore turned their boys towards English education after a period of study in the Vernacular Schools. But even that was not useful, so much so that people were beginning to set their face against education of any kind. At such a juncture as this it must be the duty of the Government to provide additional facilities and adequate encouragement for education of the right sort.

In Travancore, the parents were bound by law to provide their children with food and raiment until they attained majority, but not so as regards their education. The Government should therefore adopt a policy by which primary education should be imparted compulsorily to all the children in the State. Such a policy would be a fitting culmination of the policy of free primary education which the Government had already adopted.

It might be apprehended that the adoption of such a policy would entail additional expenditure. But it is an undisputed fact that the aided schools could manage with 50 per cent. of the amount now spent by the Government on departmental schools; and when primary education was made compulsory, the number of aided schools might be increased so as to avoid additional expenditure. It would be sufficient if private agencies were adequately encouraged in the matter of grant-in-aid,

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etc. The scheme of compulsory primary education could not be brought into force throughout the State, all at once. It may first be introduced in certain limited areas and then gradually extended. The Government should therefore bestow their thought to the question and take the necessarry steps without delay.

DEWAN'S REPLY: Mr. Eravi Govindan, the main theme of your speech is compulsory education. Compulsion implies disinclination. I have not been able to discover—and I do not think that any Dewan of recent years has been able to discover—that there is any want of inclination on the part of the people to seek education. If they nevertheless want compulsion, I daresay, the question of establishing compulsory education will have to be seriously considered ; but that will not be in the near future, because it will be an expensive business and the Government cannot afford the money at present and this too will have to become part of a large question for investigation in respect of the educational policy of the State.

88. Educational reform.

MR. CHACKO MATTHEW (*Member, Municipal Council, Changanachery*) said that Travancore was behind no other State either in the matter of elementary education or secondary or higher education. But the result of such education was not beyond apprehension. The main or the only reason for it was that the parents of children who had passed out of the Vernacular and English Schools could not find any employment for their children and the vacancy even of a peon's place somewhere attracted gangs of these educated youths. The educational system was at the root of the evil as it was purely literary and did not help its recipients to win their daily bread. The openings for those who passed out of the schools and colleges were also becoming more and more limited and the only course open to those who passed out of the Vernacular Schools was the teacher's profession which could not be expected to absorb even a small proportion of the successful candidates.

The educated unemployed was a political menace and, viewed from this standpoint, the future of Travancore was fraught with great danger. The modern education had also made the educated man unfit for agricultural pursuits. The lack of self-reliance even in the matter of satisfying one's own daily wants, communal rivalry and other evils flowed from the present educational system. The School Leaving Certificate had become a begging bowl in the hands of its holder. The time had come for the Government to look into the question and bring about a drastic change in the educational system so as to suit the altered conditions of the present day. Higher education might be made as costly as possible and elementary education, which the majority of people should have, should be combined with a practical course of training in such subjects as would afford a means of livelihood to the pupils after they leave the schools.

Up to the 4th class in Vernacular Schools, pupils should receive a practical course of instruction in agriculture as 80 per cent. of them were the children of agriculturists. Each school should have at least 50 cents of ground attached to it for demonstration purposes. The number of schools which imparted instruction in agriculture, weaving and other technical subjects should be increased and the number of schools where purely literary subjects were taught reduced. It was also necessary to limit the period of training in these schools to a minimum and the curricula should be fixed with a view to the after-life of the pupils. The available land fit for registry should be divided into blocks of four or five acres each and the pupils who passed out of these schools should be settled on these lands, the necessary loans and other facilities for agriculture being given to them. The policy of sale by auction of *puduval* lands should even at the risk of fall in revenue be abandoned.

A committee of officials and non-officials should be appointed to go into the question of unemployment and the report of the committee should be adopted after ascertaining the views of the public by publishing the report for public criticism.

DEWAN'S REPLY: Mr. Chacko Matthew, in respect of all these wide issues raised, I can only refer you to my address.

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